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ABSTRACT

The School Crime and Misbehavior Project, conducted under the auspices of the National Alliance for Safe schools and the National Institute of Justice, was aimed at providing school districts with a system to reduce crime and the fear of crime in the schools. The Duval County (Florida) Public Schools implemented the 2-year program as a pilot project in 16 secondary schools beginning in the 1983-84 school year. The program involved adapting the district's computerized student information system to monitor school crime and misbehavior incidents, developing strategies to help schools maintain safe learning environments, and establishing cooperative teams composed of school personnel, criminal justice personnel, and community service agencies. The monitoring process enabled schools to identify incidents by type, location, time, and participants. This permitted recognition of patterns and the opportunity to design solutions targeted at the most significant problems. A workshop was conducted to introduce building principals to the concept and processes. The program resulted in significant improvements in many areas of both misbehavior and criminal activity, and 64 percent of the participating project administrators felt the program had been worth the effort. Appendixes present examples of data reporting, analysis, and other forms used in the project. (PGD)

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DATABASE MANAGEMENT: A DETERRENT TO SCHOOL CRIME

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Presented at
The American Educational Research Association's Annual Meeting
San Francisco, California

April, 1986

EA 018 395

ABSTRACT

DATABASE MANAGEMENT: A DETERRENT TO SCHOOL CRIME

Patricia W. Kees
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Duval County School Board
Jacksonville, Florida

April, 1986

AERA 1986

INTRODUCTION

The Duval County Public Schools in Jacksonville, Florida participated in a two-year Crime Management Project. The project, conducted under the auspices of the National Alliance for Safe Schools and the National Institute of Justice, involved a structured approach to profiling student misbehavior and criminal incidents. Data collection and analyses was the foundation of the school crime project. The data management system was the integral part of the project. Through profiling procedures sixteen pilot-phase schools targeted problem areas and implemented strategies designed to reduce school crime and improve student behavior.

OBJECTIVES

The major goal of this national project was to provide school districts with a system to reduce crime and the fear of crime in their schools. California and Illinois school districts also served as pilot sites. At all sites, the objectives for the project were the same: 1) to aid the district in adapting its computerized student information system to monitor school crime and student misbehavior incidents; 2) to develop technical assistance strategies to help the schools and district maintain a safe and secure learning environment; 3) to develop cooperative teams composed of school personnel, criminal justice personnel, and community service agencies.

PERSPECTIVE

The problems of school crime and student misbehavior have been in the forefront of public thinking regarding education in the United States. In the 16th Annual Gallup Poll, lack of discipline and use of drugs were ranked as the two biggest problems in public education. National attention to school crime/safety is being focused at the highest level. President Reagan has mandated 1985-86 as "America's year of School Safety and Student Attendance."

This project is a specific response to the national concern pertaining to school discipline. The Duval County Public Schools, the fourteenth largest public educational system in the United States, was selected for inclusion along with the districts of Anaheim, California and Rockford, Illinois.

The structure of the project enables the individual schools to ascertain their predominant crime and misbehavior incidents, to identify school zones which are prevalent crime/misconduct areas, to identify students and groups most often involved in incidents, to examine the overall pattern of incidents in relation to time of day and days of the week in which incidents are occurring. Once problems are targeted, solution strategies are designed and implemented.

METHODS AND TECHNIQUES

A workshop was conducted by the project director and evaluator in November, 1983, to explain the incident profiling system and the establishing of school zones to the principals of the sixteen secondary schools participating in the project. As a follow up to the workshop, staff from the Research and Evaluation section of the Duval County Public Schools visited each site to provide technical assistance in designating zones, identifying student groups, and training school-based data entry clerks in the use of the incident reporting data screens.

Each site developed a team of school staff, parents and students which reviewed the weekly and monthly reports. The purpose of the teams was to identify problems to target and to design solution strategies. The school-based teams received inservice training in March, 1984.

As the project was implemented, local agencies such as the Sheriff's Office, Health and Rehabilitative Services, and the State Attorney's Office became more involved. This involvement resulted in multiagency networking for the benefit of students.

During the two-year implementation period, the director of the National Alliance for Safe Schools and an independent evaluator with the American Justice Institute made periodic site visits. The focus of their visits was to monitor program implementation, to collect data, and provide technical assistance.

DATA SOURCE

Data were derived from the participating schools and the school system's central data files. Data for profiling of serious offenders was also provided by the sheriff's data center. An attitudinal survey was administered to project school administrators at the conclusion of the project. Data was analyzed from the District Code of Student Conduct Report for comparison purposes. Descriptive data was furnished regarding individual school use of the incident profiling system as an effective tool for management of school environments.

RESULTS

The final evaluation of the School Crime Management Project indicated that the project impact was more diverse and intensive than anticipated. The implementation of this data based crime management system was effective and resulted in:

- A system that monitors the nature, extent, and characteristics of school crime.
- Development of technical assistance strategies to help local schools and districts maintain a safe and secure learning environment.

- Help to the school district in examining and, where necessary, modifying policies and procedures for addressing youths committing crimes in schools.
- Strategies for cooperation between schools and the criminal justice system (police, courts, and corrections).
- Clearly differentiating between disciplinary infractions and criminal acts within schools, including consequences of criminal violations.
- Clarifying the legal rights and responsibilities of school officials when handling criminal incidents (such as the legal procedures which must be followed when conducting investigations that may lead to prosecution).
- Applying the incident profiling techniques of collecting and analyzing information on school-related incidents and then using that information both to investigate and to intervene in similar situations.
- Use of the team approach (community and schools) to solve problems of unwanted student behavior.

EDUCATIONAL IMPORTANCE

With an increased awareness of the detrimental effect crime and student misbehavior have on the school setting, more effective strategies must be designed for school leaders. The development of an incident profiling system provides the school a crucial management tool. When data analysis is coupled with effective strategy development, all schools may design their unique approach to safer schools. This model is transportable and can serve as the basis upon which other districts may build systems that provide for safer learning environments.

SCHOOL CRIME AND STUDENT MISBEHAVIOR PROJECT

INTRODUCTION

The School Crime and Student Misbehavior Project involves the implementation of a process which enables a school system to identify the incidence of student misbehavior by number, type, and the individuals involved. Concurrently, any criminal conduct associated with these incidents is identified and made available for analysis.

Background

The School Crime and Student Misbehavior Project was implemented in sixteen secondary schools in the Duval County School District beginning with the 1983-84 school year. A list of schools participating in the project can be found in the appendix.

A number of local agencies, as well as local branches of state and federal agencies, have been involved in the project since its inception. These agencies include the Duval County Sheriff's office, the Department of Health and Rehabilitative Services, and the State Attorney's office. The project was conducted by the National Alliance for Safe Schools and monitored by the American Justice Institute.

Project Objectives

The primary objective of the School Crime and Student Misbehavior Project is to enhance the potential for school districts to reduce the incidence of criminal activity in the schools and, at the same time, lessen the fear of crime that might occur in the schools.

To facilitate the accomplishment of the primary objective of this project, the following secondary objectives were established:

- To aid the school district in the development and implementation of a system for the purpose of monitoring the extent and characteristics of school crime.
- To assist the schools and school district in the development of strategies for maintaining a safe and secure learning environment.
- To assist the school district in the examination and modification, if necessary, of the policies and procedures relevant to the criminal activity of students in the schools.
- To promote an environment of cooperation between the schools and the various branches of the criminal justice system, including the police department, courts, and correctional facilities.

To ensure that the primary objective of this project be realized, it would be necessary to provide schools with a safer learning environment by identifying school crime and student misbehavior and preventing or intervening when feasible.

Additionally, it would be necessary to provide vigorous law enforcement against school crime and firm, yet fair, application of school disciplinary rules.

The secondary objectives would be realized through the demonstration of the following conditions:

- Utilization of teams comprised of the principal, assistant principal, students, parents, and others to assist in solving the problem of undesirable behavior by students.
- Application of the incident profiling techniques of collecting and analyzing data on school-related incidents and using that information to investigate and intervene should similar situations occur.
- Clear differentiation between infractions of discipline and criminal acts within the schools. This would include the consequences of criminal acts.
- Clarification of the legal rights and responsibilities of school officials when dealing with criminal incidents (i.e., the legal procedures which must be followed when conducting investigations which may lead to prosecution).
- Development of coordinated policies and procedures for interaction between personnel from all agencies involved, including Education, Health and Rehabilitative Services, and the Criminal Justice System.

METHODOLOGY

Data collection and analysis is the foundation of the school crime project. The data management system is part of an overall program designed to help schools provide a safer learning environment. There are three major operating procedures incorporated into the project (examples of all forms may be found in the appendix):

Procedure: Collect and Submit Data

Participating schools collected data on the Incident Report Form. Data collected indicated the type of incident involved, the zone in which the school is located, the time of occurrence, and the number of students involved. Data entry was completed by personnel in the Student Information Management System (SIMS) office.

SIMS, in turn, generated weekly and monthly reports analyzing the number of incidents, the types of incidents or crimes, their locations, the times the incidents occurred, and the number of students involved in the incidents.

Procedure: Analyze Data

A school team headed by the principal and consisting of school staff, parents, and/or students analyzed the weekly and monthly reports received from the SIMS office. The team was responsible for identifying a major problem (based on the

data provided, i.e., time, location, and frequency) and then developing a strategy for a solution of that problem. The Sheriff's Office, the Department of Health and Rehabilitative Services, the State Attorney's Office, and other local agencies were available to provide the schools with assistance in the development of strategies. Teamwork among staff, parents, students, and the outside agencies was a key to the success of this process.

Analysis of the data at the sixteen participating schools identified the following seven categories as major problem areas:

- | | |
|----------------|-----------------------|
| 1. Trespassing | 5. Theft |
| 2. Disruption | 6. Tardiness |
| 3. Fighting | 7. Alcohol/Drug Abuse |
| 4. Defiance | |

Procedure: Implement Strategies

The most important responsibility assigned to the project participants was the implementation of strategies for the solution of the identified problems. The success of these strategies would be dependent upon the commitment and participation of the school staff, parents, and students.

Each school implemented strategies individually designed to meet that particular school's need. Following is a summary of the strategies utilized:

1. Trespassing
 - Use of distinctive hall passes.
2. Disruption
 - Awareness campaign.
 - Involvement of student council, faculty and staff, parents, and students.
 - Use of peer facilitators.
3. Fighting
 - Involvement of administration, faculty, staff, students, and parents in activities such as workshops, counseling, action groups, and identification programs.
 - Increased student mediation and Parent Teacher Student Association involvement.
 - Decreased use of hall passes.
4. Defiance
 - Accountability campaign.
 - "Teacher Respect" campaign.
 - "Respect for Students" campaign.
 - Student conferences.

5. Theft

- Identification of problem locations.
- Increased teacher supervision in halls.
- Encouraged peer supervision.
- Fenced problem areas.
- Improved monitoring of lockers.

6. Tardiness

- Involved school personnel in hall supervision.
- Notified parents of recurring problems.
- Offered incentives for promptness.
- Involved Parent Teacher Student Association and Local School Advisory Council.

7. Alcohol/Drug Abuse

- Increased student awareness.
- Implemented student advisory group.
- Involved Parent Teacher Student Association.

Strategy: Interagency Networking System

The establishment of an interagency linkage has been a focus of the School Crime and Student Misbehavior Project. In keeping with this focus, the Duval County School Board, Jacksonville Sheriff's Office, State Attorney's Office, and the Department of Health and Rehabilitative Services developed a Multi-Agency Coordinating Council (MACC) to communicate areas of concern among their organizations. The MACC provides an opportunity for case consultation and recommendations on complex cases which are of material interest to two or more agencies.

Representatives from each of the participating agencies meet at least once each month to receive information relative to new child-serving agencies and for case discussions.

When a student is receiving services from two or more participating agencies, each agency will assist in defining methods through which it can become involved in providing efficient and effective services in a manner which will eliminate service duplication.

The participating agencies signed a letter of agreement committing themselves to the development and implementation of a similar networking process at the operational level among all participating agencies. This process will involve the coordination and reduction of duplicated services, the promotion of effective communication, and assistance to the agencies in making timely and effective responses to the needs of the citizens of Duval County.

Strategy: School and Criminal Justice System Cooperation

Examples of promoting cooperation between schools and the criminal justice system included participating in the Serious Habitual Juvenile Offenders (SHO/DI) project,

Habitual Serious and Violent Juvenile Offender Program, and the School/Community Resource Committee.

- In 1983, the Jacksonville Sheriff's Office was awarded a federal grant to initiate a developmental program to identify serious habitual juvenile offenders who are involved with drugs. This program is commonly known by the acronym SHO/DI.

Thus far, the program effort has been focused in the Crime Analysis Unit of the Sheriff's Office where approximately 4,000 juvenile reports, dating back to 1980, were on file. Functioning as a data base, these files were reorganized to identify approximately eighty (80) individuals who exhibit significant SHO/DI characteristics.

Coupled with this project are similar federally funded programs within the Duval County School System and the State Department of Health and Rehabilitative Services. The focus of the district's project is to identify specific crime and student misbehavior problems within certain targeted schools. Once identified, methods to address crime problems are developed and appropriate responses are undertaken. This project alone represents a starting point for dealing with juvenile crime and misbehavior on a much broader scale than ever before. The emphasis of the H.R.S. project is to develop and initiate treatment programs specifically designed for habitual juvenile offenders. Now, with the implementation of a program in the State Attorney's Office to deal with serious offenders, all elements of the criminal justice community will be represented in a unified effort to combat juvenile crime in Jacksonville.

- The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has awarded the Office of the State Attorney in Jacksonville \$283,433 to establish a program aimed at the "Habitual Serious and Violent Juvenile Offender." OJJDP is an office within the U. S. Department of Justice.

The program will be designed to prepare and present to the courts, in an accelerated manner, the cases of violent and serious juvenile offenders who commit robbery, forcible sex offenses, aggravated assault, first degree burglary, or homicide. Also included will be a correctional component which provides for the development and monitoring of individualized treatment plans for each adjudicated offender. The program will focus on vertical prosecution and continuous case management in an effort to increase the consistency of the juvenile justice system in holding offenders accountable for their actions.

Since only five to eight percent of the juvenile population commits over fifty percent of juvenile crime, it is believed that this emphasis on prosecuting the serious habitual offenders may be the best way of handling juvenile crime in general.

- The School/Community Resource Committee consists of Educational Services personnel, school administrators, H.R.S. supervisors, and a judge from the Fourth Judicial Circuit Court. The committee promotes communication among all agencies concerned with student delinquency and dependency and strives to improve methods for gaining access to the services of the various agencies. The committee recently designed a workshop which provided information regarding availability of programs in the public schools and through the Department of Health and Rehabilitative Services.

RESULTS

The data collected over the project period indicate extremely satisfactory results. Student behavior is being impacted in both the junior and senior high schools. This is particularly evident at the junior high school level where there has been a significant decrease in the number and severity of incidents in several areas. Following is a summary of the data collected during specified months of the pilot phase:

<u>Offense</u>	<u>Number of Incidents</u>		<u>Reduction</u>	
	<u>1983-84</u>	<u>1984-85</u>	<u>Number</u>	<u>Percent</u>
<u>Senior High</u>				
Tardies	51	8	43	84.3%
Disruption	65	13	52	80.0%
Burglary	24	5	19	79.2%
Disorderly	19	4	15	78.9%
Disrespect	50	13	37	74.0%
Vandalism	12	6	6	50.0%
Fighting	87	70	17	19.5%
Overall	604	572	32	5.3%
<u>Junior High</u>				
Disorderly	61	0	61	100.0%
Tardies	67	2	65	97.0%
Weapons	24	4	20	83.3%
Alcohol	12	3	9	75.0%
Insubordination	51	13	38	74.5%
Disrespect	72	25	47	65.3%
Fighting	152	126	26	17.1%
Overall	660	341	319	48.3%
<u>Combined Jr/Sr High</u>				
Overall	1,264	913	351	27.8%

PROJECT EVALUATION

Project school administrators were asked to respond to a final evaluation survey conducted by the Evaluation Director of the School Crime and Student Misbehavior Project. The survey participants included ten senior high school principals,

twelve senior high school assistant principals, seven junior high school principals, and twelve junior high school assistant principals. What follows is a summary of the survey results (see appendix for complete results).

Of the forty-one project administrators surveyed, forty-six percent (46%) felt that implementing new strategies to reduce "target offenses" was of great value to them. Forty-four percent (44%) considered the coordination between agencies to be of great value. School personnel are able to more effectively help students by solving problems much more quickly and successfully than before the project was implemented.

This linkage has expanded the resources available to schools. Knowing who to call within an agency has greatly improved relations between the participating agencies and project administrators.

Fifty-one percent (51%) of the participants surveyed agreed that separating crime and discipline is critical for school safety. Relations with law enforcement agencies have improved over the past two years, and incident profiling made school personnel more aware of "hot spots" on campus, according to thirty-four percent (34%) of those surveyed.

Within the schools, this increased awareness of incident profiling has helped to reduce fights and locker thefts. Incident profiling enables school personnel to identify and track problems by giving them a more comprehensive view of a specific problem. This view indicates what types of incidents are occurring, who is committing the incident, when the incident happened, and where the incident occurred.

To the survey statement "Overall, participation in the project has been worth the time and effort", sixty-four percent (64%) agreed. Sixty-eight percent (68%) of the respondents felt that incident monitoring should be continued with modification. In response to that statement, efforts have been made to streamline the reporting of incidents. Combining the reporting of Code of Conduct violations, Security Incident Reports, and crime management incidents into a composite form would encourage the timely reporting of such incidents.

The participating school administrators also responded to an "Implementation Survey" which demonstrated the following:

- that most schools found the incident profiling system an effective management tool,
- that weekly reports were valuable,
- that their team has finalized an effective process for identifying problems,
- that their team has resolved school problems via this process,
- the involvement of team members, and
- the positive contact with agencies when needed.

RECOMMENDATIONS

Participants in the School Crime and Student Misbehavior Project in Duval County have established the following plans and goals for the continuation of the project:

- To establish specific contact personnel within appropriate social agencies to serve as liaisons and to improve communication with school-based officials.
- To identify a single contact person at each school to coordinate information with social agencies, and provide specific identification of school needs to social agencies.
- To organize a meeting for personnel from appropriate agencies and school-based personnel for the purpose of establishing identification and coordination procedures among agencies and schools, and establishing parameters of expectations from agencies and schools.
- To plan periodic scheduled visits by police officers to school sites to identify areas of concern within the immediate neighborhood.
- To identify pilot schools in each quadrant of the district for the purpose of developing a networking program.
- To determine appropriate communication procedures in establishing rapport between schools and social agencies.
- To explore avenues of possible approaches for sharing SHO/DI information with appropriate school personnel when necessary.
- To develop a "Trouble Shooter" guide to facilitate identification of appropriate social agencies for intervention on specific student problems.

EDUCATIONAL IMPACT

There is no doubt that the School Crime and Student Misbehavior Project has been successful in Duval County during the past two years. Statistics reflect a significant decrease in actual criminal activity since the program's inception.

APPENDIX

CRIME MANAGEMENT PROJECT SCHOOLS

School #	School Name
213	Arlington Junior
216	Jefferson Davis Junior
90	Englewood Senior
241	Nathan B. Forrest Senior
244	Highlands Junior
35	Andrew Jackson Senior
25	Kirby-Smith Junior
33	Robert E. Lee Senior
155	Northwestern Junior
86	Terry Parker Senior
92	Paxon Junior
75	Paxon Senior
165	William Raines Senior
212	Jean Ribault Junior
96	Jean Ribault Senior
237	Sandalwood Junior-Senior

School No. _____

INCIDENT REPORT FORM

032951

Police No. _____

Security No. _____

Incident _____ Sub-1 _____ Sub-2 _____

Date _____ Day _____ Period _____ Zone _____

What happened? _____

Offender/Victim	Sex	Grade	Race	Group Affiliation	School No.
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Offender's parents' reaction: _____

Victim's parents' reaction: _____

Administrative action: _____

Police/security action: _____

•NATIONAL ALLIANCE FOR SAFE SCHOOLS, AUSTIN, TEXAS 1983.

Initials _____

SACSLEP010
SCHOOL:

DUVAL COUNTY SCHOOL BOARD
CRIME MANAGEMENT
SECURITY INCIDENT SUMMARY

PAGE: 2
DATE: 05/31/85
PERIOD: 05/01/85-05/31/85

INCIDENT	SUBCATEGORY 1	MON	TUES	WED	THURS	FRI	WEEKEND	TOTAL
ALCOHOL	use							
	possession							
	sale/distribution							
	intoxication							
ARSON	actual							
	suspected							
	attempted							
ASSAULT	against student				2			2
	against teacher							
	against admin.							
	against secty off.							
BOMBS	threat							
	device found							
	explosion							
	device & explosion							
BURGLARY	actual							
	attempted							
DISORDERLY CONDUCT	involving student							
	involving outsider							
DRUGS	use							
	possession							
	sale/distribution							
	overdose							
	found							
	suspicion							
EXTORTION	actual							
	attempted							
ROBBERY	actual							
	attempted							
SEX OFFENSES	actual							
	attempted							
THEFT	school property			1				1
	private property							
	inventory loss							
TRESPASSING	suspended student							
	outsider							
VANDALISM	school property							
	private property							
	student's vehicle							
VEHICLES	staff's vehicle							
	other							
WEAPONS	gun							
	knife				1			1
	club							
	other							
MISCELLANEOUS	kidnapping							
	gambling							
	forgery							
	firecrackers							
	other							
CLASS CUTTING	no subcategory							
TARDINESS	no subcategory							
LOITERING	no subcategory							
DISRESPECT	no subcategory							
INSUBORDINATION	no subcategory			2	1	1		4
DISRUPTION	no subcategory							
FIGHTING	no subcategory					3		3
TOBACCO	use							
	possession							
TOTALS				3	4	4		11

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SCHOOL:

CRIME MANAGEMENT
INCIDENT REPORTDATE: 05/31/85
PERIOD: 05/01/85-05/31/85

Incident No: 058207 Police No: Security No:
Incident: INSUBORDINATION S1: S2:
Date: 05/03/85 Day: FRIDAY Period: 04 Zone: 103
What Happened: DEFIANCE
Offender/Victim Sex Grade Ethnic Group School
O M 12 WHITE JOCKS 086

Off. Par. Reaction: CONCERNED

Vic. Par. Reaction:

Admin. Action: SUSPENSION - 1 DAY

Police/Sec. Action:

Incident No: 058208 Police No: Security No: 246785
Incident: ASSAULT S1: AGAINST STUDENT S2: INJURY:HOSPITALIZED
Date: 05/16/85 Day: THURSDAY Period: 07 Zone: 900
What Happened: OFFENDER COMMITTED AGGRAVATED BATTERY ON MALE STUDENT.

Offender/Victim Sex Grade Ethnic Group School
O M 12 BLACK RIDERS 086

Off. Par. Reaction: CONCERNED

Vic. Par. Reaction: CONCERNED

Admin. Action: REFERRED TO JOHN E. FORD

Police/Sec. Action:

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SACSIP020 D U V A L C O U N T Y S C H O O L B O A R D PAGE: 7

SCHOOL: CRIME MANAGEMENT DATE: 05/31/85
INCIDENT PROFILE WORKSHEET PERIOD: 05/01/85-05/31/85

INCIDENT: INSUBORDINATION

	MON. PER TOT	TUE. PER TOT	WED. PER TOT	THU. PER TOT	FRI. PER TOT	WEEKEND PER TOT	ZONE TOTAL
ZONE: 103					04 1		1
ZONE: 104			04 1				1
ZONE: 105				04 1			1
ZONE: 109			01 1				1
INCIDENT TOTALS	0	0	2	1	1	0	4

SACSIP040 D U V A L C O U N T Y S C H O O L B O A R D PAGE: 24

SCHOOL: CRIME MANAGEMENT DATE: 05/31/85
 'WHAT HAPPENED' SHEET

INCIDENT: MISCELLANEOUS REPORTING PERIOD: 05/01/85-05/31/85

INCIDENT#	DESCRIPTION
59287	FORGED THE TEACHERS SIGNATURES ON A READMIT.
59297	TWIRLING A METER STICK IN PHYSICS CLASS, CREATING A HAZARD TO OTHER STUDENTS.
59301	ISSUED SCHOLARSHIP WARNING DID NOT RETURN TO WORK OR WE RETURN TO THE CLASS.
59310	FOUND OUTSIDE BUILDING WITH A HALL PASS. THIS IS STUDENTS SECOND REFERRAL TODAY.
59312	CLIMBED UP A LADDER TO THE CAT WALK, WAS THROWING ROCKS AT OTHER STUDENTS.

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SACSLO30

DUVAL COUNTY SCHOOL BOARD

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SCHOOL

CRIME MANAGEMENT
VICTIM AND OFFENDER DATA SHEETDATE 05/31/85
PERIOD 05/01/85-05/31/85

INCIDENT ASSAULT

SUBCATEGORY: AGAINST STUDENT

FIRST PART VICTIMS ONLY

GRADE	GROUP AFFILIATIONS						ETHNIC GROUP													
	NO 1ST GROUP		NO 2ND GROUP		NO 3RD GROUP		OTHER		NONE		WHITE		BLACK		HISPANIC		AM. IND.		AS. AMER	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
08																				
09																				
OTHER																				

SECOND PART OFFENDERS ONLY

GRADE	GROUP AFFILIATIONS						ETHNIC GROUP													
	NO 1ST GROUP		NO 2ND GROUP		NO 3RD GROUP		OTHER		NONE		WHITE		BLACK		HISPANIC		AM. IND.		AS. AMER	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
08																				
09																				
OTHER																				

LETTER OF AGREEMENT

WITH

THE DUVAL COUNTY SCHOOL BOARD

JACKSONVILLE SHERIFF'S OFFICE

STATE ATTORNEY'S OFFICE, FOURTH JUDICIAL CIRCUIT

DISTRICT IV OFFICE OF THE DEPARTMENT OF
HEALTH & REHABILITATIVE SERVICES (HRS)

This letter of agreement is made by and between the Duval County School Board, Jacksonville Sheriff's Office, State Attorney's Office, Fourth Judicial Circuit, and the District IV Office of the Department of Health and Rehabilitative Services to take place in and be effective for the 1984-85 school year.

The parties, acting cooperatively, have, during the past year developed and implemented a forum at the policy-making level among their organizations to communicate areas of concern, the resolution of which requires interagency support and resources. To date, each of the agencies is a grantee or subgrantee of a project, funded by the United States Department of Justice (National Institute of Justice and Office of Juvenile Justice Delinquency Prevention) and the United States Department of Education, each project requiring joint efforts to assist in preventing and controlling juvenile crime.

The projects are described below:

PROJECT	GRANTEE	PURPOSE
1. School Crime & Student Misbehavior	Duval County School Board	To provide schools with a safer learning environment by: (a) identifying school crime and student misbehavior (b) preventing and/or intervening when feasible (c) providing vigorous criminal law enforcement against school crime and (d) applying in a firm and fair manner school disciplinary rules

PROJECT	GRANT	PURPOSE
2. Serious Habitual Offenders/Drug Involved (SHO/DI)	Jacksonville Sheriff's Office	To identify serious habitual offenders who may also be involved with drugs, to effect an arrest when those offenders are subsequently involved in criminal activity, and to provide case enhancement in their prosecution.
3. Serious Habitual and Violent/Juvenile Offender Program (SHAV/JOP)	State Attorney's Office	To target those youths who exhibit a repetitive pattern of serious delinquent behavior for more intensive prosecutorial and correctional intervention toward the goal of reducing the number of offenses committed and increasing citizens' actual and perceived safety in the community.
	Health & Rehabilitative Services (HRS)	To develop and initiate treatment programs specifically designed for habitual juvenile offenders and to develop intervention strategies for potential habitual offenders.

Regular monthly meetings are held among personnel from these agencies, including the Circuit Court Judges, Juvenile Division. Agency networking at its policy-making and highest level seems assured, effective, and on-going.

The success of the interagency relationship at the policy-making level has been replicated at the middle-management level by the establishment of a working committee. That group is working specifically on the resolution of difficult cases and the development of operational procedures related to interagency relationships.

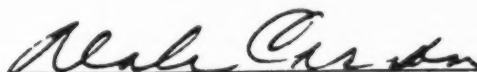
The purpose of this letter of agreement is to commit the undersigned persons and the agencies they represent to the development and implementation of a similar networking process at the operational level among all participating agencies. This process will involve the coordination and reduction of duplicated services, the promotion of effective communication, and assistance to the agencies in making timely and effective responses to the needs of citizens of Duval County. It is the intent of this agreement to facilitate replication of the cooperation and dialogue among these agencies at individual schools which is already shared and enjoyed at the policy-making

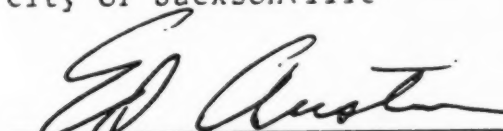
each. Each school would operate as a microcosm of the larger policy-making model, and would have its agency network, consisting of the building principal, a representative of the Sheriff's office, HRS supervisors of major service areas, and a contact person in the State Attorney's Office, Juvenile Division. These persons would facilitate communication and coordination of services at the school building level. It is at this "front-line" operational level that interagency procedures would be developed to address specific concerns. We pledge mutual support by providing guidelines to these groups in the accomplishment of the goals stated above and anticipate persons at the operational level developing their own procedures for solving specific problems.

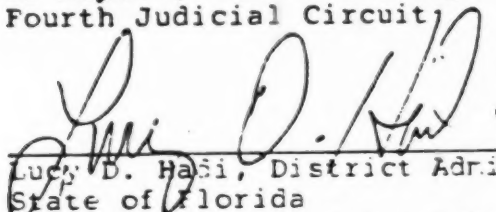
We additionally agree and commit to identifying services available from our respective agencies; to specifying key personnel to serve as interagency contact persons and resource persons in specific problem areas; to sharing data where permissible; and to maintaining an on-going communications network, allowing for more efficient, effective intervention in community problems related to juveniles.

In summary, as the chief executive officers of our respective agencies, we agree and commit to reducing school and community criminal activity through continuing effective dialogue among our agencies, sharing information, investigating data integration potential, and, developing a school-based network model for dissemination purposes.


Herb A. Sang, Superintendent
Duval County School Board


Dale Carson, Sheriff
City of Jacksonville


Ed Austin, State Attorney
Fourth Judicial Circuit


Lucy D. Hasi, District Administrator
State of Florida
Department of Health & Rehabilitative
Services

INCIDENT MONITORING TOTALS FOR JACKSONVILLE

	:-----1983-84-----:							:-----1984-85-----:							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR		TOTAL	TOTAL
HIGH SCHOOLS																
Crime	10	1	45	70	45	33	28	34	22	32	26	19	7		204	168
Discipline	65	32	135	75	54	39	75	65	39	67	56	58	44		400	404
Total	75	33	180	145	99	72	103	99	61	99	82	77	51		604	572
JUNIOR HIGHS																
Crime	11	27	38	41	82	20	19	20	6	26	12	19	20		219	122
Discipline	67	90	90	93	72	29	41	25	38	50	35	19	11		441	219
Total	78	117	128	134	154	49	60	45	44	76	47	38	31		660	341

-19-

INCIDENT MONITORING AVERAGES FOR JACKSONVILLE

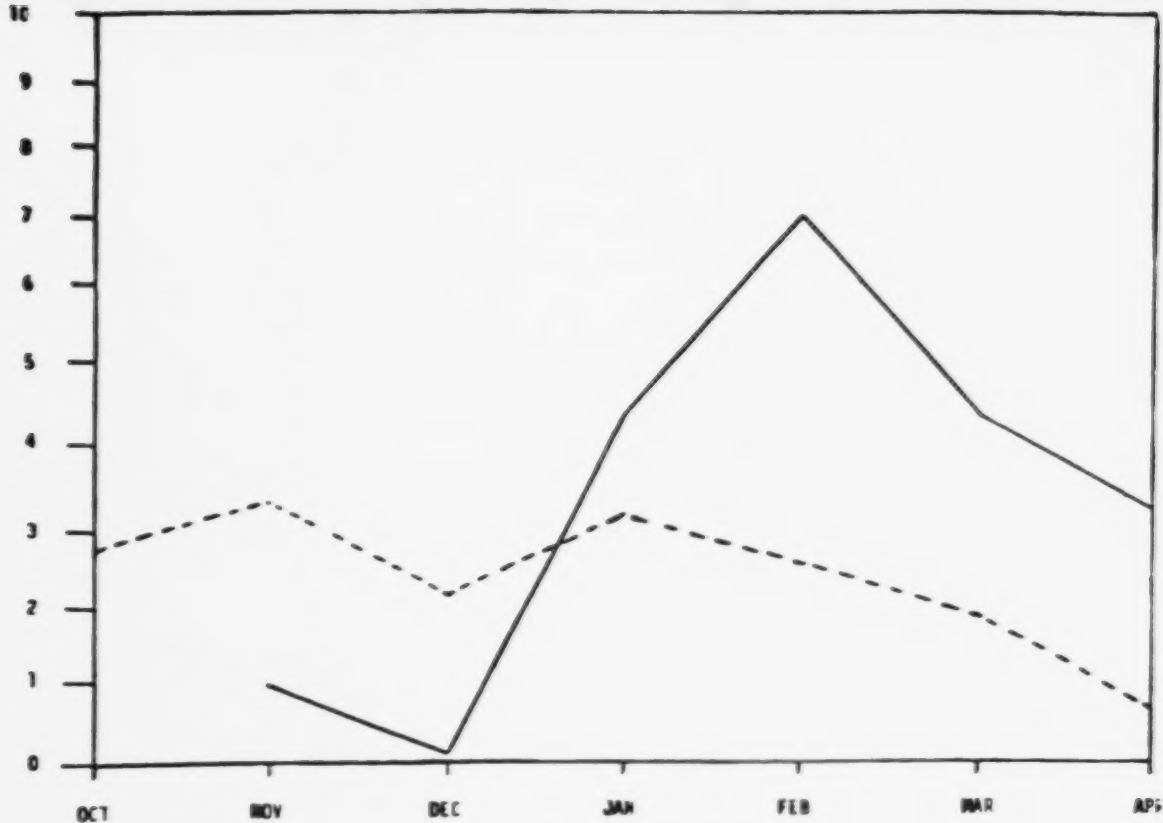
	:-----1983-84-----:							:-----1984-85-----:							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR		TOTAL	TOTAL
HIGH SCHOOLS																
Crime	1	0	6	9	6	4	4	4	3	4	3	2	1		26	21
Discipline	8	4	17	9	7	5	9	8	5	8	7	7	6		50	50
Total	9	4	23	18	12	9	13	12	8	12	10	10	6		75	71
JUNIOR HIGHS																
Crime	2	4	5	6	12	3	3	3	1	4	2	3	3		32	19
Discipline	10	13	13	13	10	4	6	4	5	7	5	3	2		63	32
Total	11	17	18	19	22	7	9	6	6	11	7	5	4		94	48

INCIDENT MONITORING TOTALS FOR JACKSONVILLE HIGH SCHOOLS

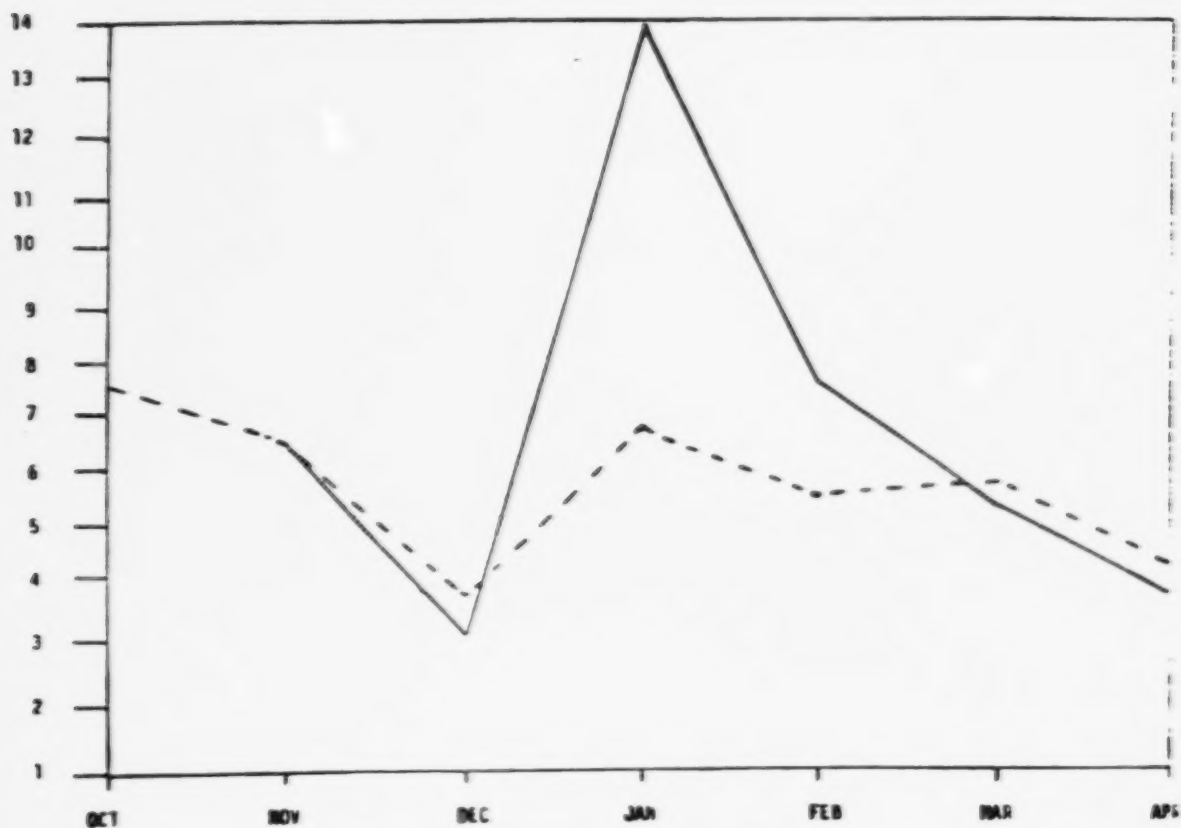
	:-----1983-84-----:						:-----1984-85-----:						83-84	84-85	
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL
Alcohol	0	0	1	5	1	3	1	4	2	2	1	0	1	10	11
Arson	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0
Assault	1	0	5	8	8	2	6	3	4	8	3	3	0	24	27
Bombs	0	0	2	0	0	2	0	0	0	0	0	0	0	4	0
Burglary	0	1	4	11	2	6	0	1	0	0	1	3	0	24	5
Disorderly	1	0	4	7	5	2	2	0	0	0	2	0	0	19	4
Drugs	1	0	7	6	8	1	6	1	6	2	4	1	2	23	22
Extortion	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1
Robbery	0	0	4	1	1	0	0	0	0	0	0	0	0	6	0
Sex	0	0	1	2	0	0	1	0	0	0	0	1	0	3	2
Theft	4	0	8	10	4	3	8	5	1	2	7	2	2	29	27
Trespass	1	0	1	3	3	1	1	2	0	5	2	1	1	9	12
Vandalism	0	0	2	6	3	1	2	3	0	0	1	0	0	12	6
Vehicles	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0
Weapons	1	0	3	8	4	1	1	4	3	6	0	2	0	17	16
Miscellaneous	1	0	3	2	4	11	0	11	6	6	5	6	1	21	35
Class Cut	16	2	14	12	8	9	24	19	18	21	22	16	13	61	133
Tardy	14	4	31	1	0	1	0	1	0	3	0	4	0	51	8
Loitering	1	0	0	0	0	0	1	1	0	0	0	2	0	1	4
Disrespect	7	1	15	9	10	8	3	2	0	5	1	0	2	50	13
Insubordination	12	4	26	14	9	10	16	18	13	19	14	22	23	75	125
Disruption	12	15	24	7	5	2	4	5	2	1	3	1	1	65	17
Fighting	0	6	24	30	20	7	18	10	4	14	12	9	3	87	70
Smoking	3	0	1	2	2	2	9	9	2	4	4	4	2	10	34
Crime	10	1	45	70	45	33	28	34	22	32	26	19	7	204	168
Discipline	65	32	135	75	54	39	75	65	39	67	56	58	44	400	404
Total	75	33	180	145	99	72	103	99	61	99	82	77	51	604	572

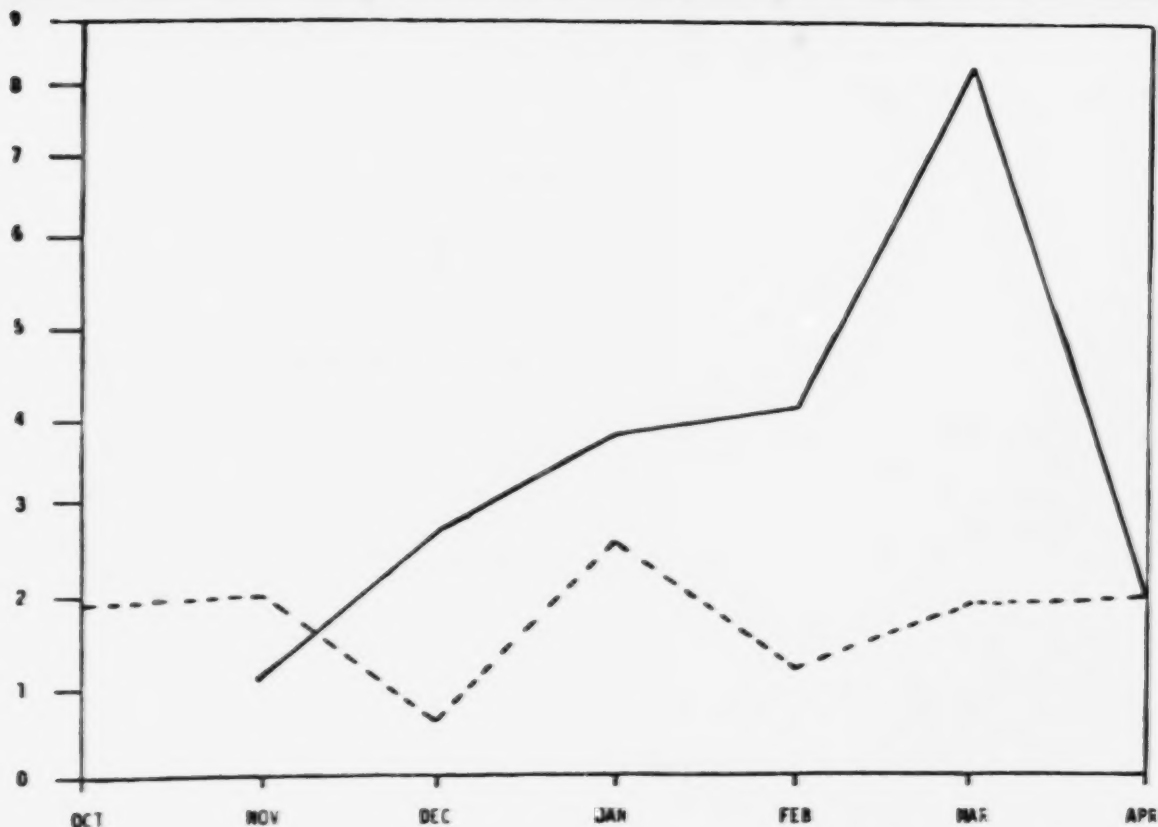
INCIDENT MONITORING TOTALS FOR JACKSONVILLE JUNIOR HIGH SCHOOLS

	:-----1983-84-----:							:-----1984-85-----:							83-84	84-85
	NOV	DEC	JAN	FEB	MAR	APR	OCT	NOV	DEC	JAN	FEB	MAR	APR	TOTAL	TOTAL	
Alcohol	3	4	3	1	0	1	1	2	0	0	0	0	0	12	3	
Arson	1	0	0	0	1	1	0	0	0	0	0	0	0	3	0	
Assault	3	1	11	8	6	1	4	8	3	9	5	7	4	30	40	
Bombs	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	
Burglary	1	0	0	1	1	1	2	0	0	1	0	0	1	4	4	
Disorderly	0	0	5	12	34	10	0	0	0	0	0	0	0	61	0	
Drugs	0	0	1	5	9	0	3	1	2	4	3	3	6	15	22	
Extortion	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	
Robbery	1	0	2	0	1	0	1	0	0	0	0	0	0	4	1	
Sex	1	1	1	0	3	0	0	0	0	0	0	0	0	6	0	
Theft	0	2	2	4	11	2	6	2	0	4	2	2	1	21	17	
Trespass	0	0	2	1	0	0	0	1	0	3	1	0	0	3	5	
Vandalism	0	0	0	1	1	0	0	3	0	2	1	3	4	2	13	
Vehicles	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Weapons	1	1	6	4	10	2	0	1	0	1	0	0	2	24	4	
Miscellaneous	0	18	5	3	5	2	2	1	1	2	0	4	1	33	11	
Class Cut	7	9	5	3	0	0	3	2	1	3	4	3	1	24	17	
Tardy	13	28	14	6	6	0	0	1	0	1	0	0	0	67	2	
Loitering	0	0	2	2	0	0	0	0	0	0	0	0	0	4	0	
Disrespect	13	5	18	12	17	7	4	2	7	8	3	1	0	72	25	
Insubordination	6	21	9	7	7	1	1	2	2	4	3	0	1	51	13	
Disruption	1	12	12	2	9	3	1	0	0	6	2	0	1	39	10	
Fighting	20	11	21	56	30	14	30	17	23	18	18	12	8	152	126	
Smoking	7	4	9	5	3	4	2	1	5	10	5	3	0	32	26	
Crime	11	27	38	41	82	20	19	20	6	26	12	19	20	219	122	
Discipline	67	90	90	93	72	29	41	25	38	50	35	19	11	441	219	
Total	78	117	128	134	154	49	60	45	44	76	47	38	31	660	341	

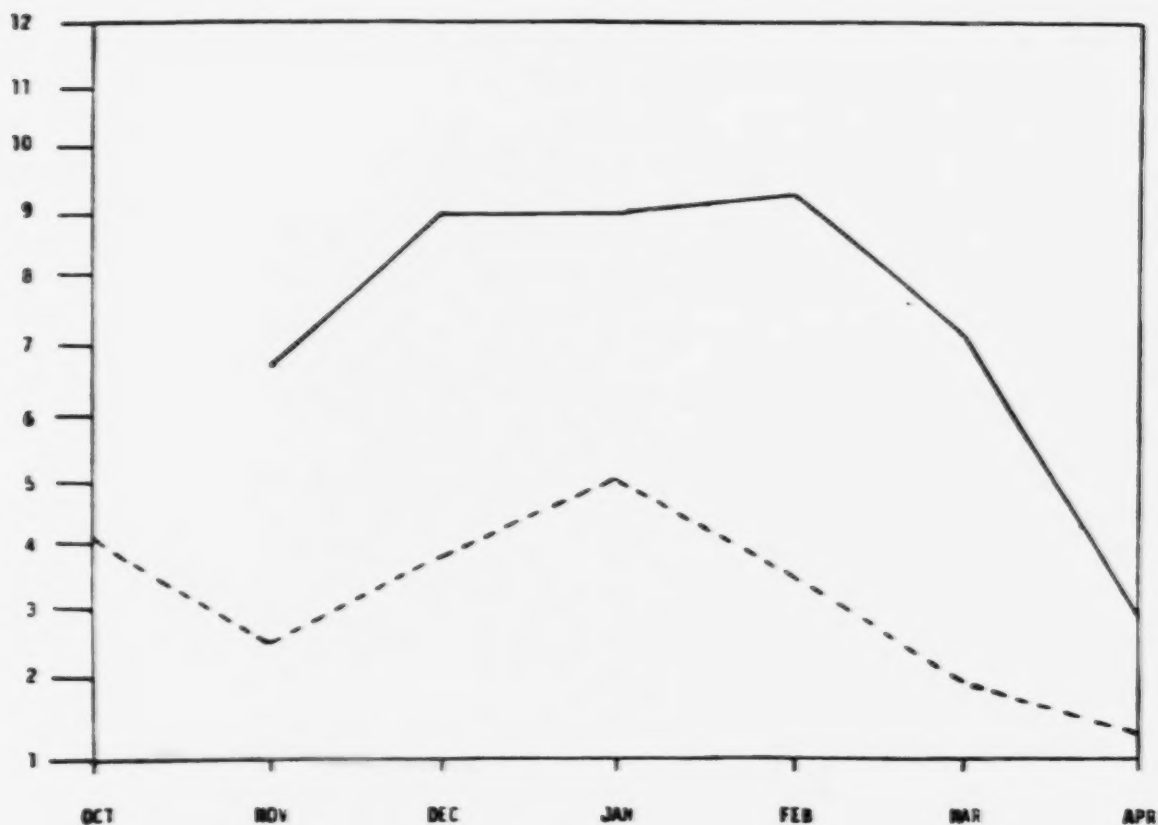


DISCIPLINE INCIDENT TOTALS
SENIOR HIGH SCHOOLS
1983/84 - 1984/85 Comparison





DISCIPLINE INCIDENT TOTALS
JUNIOR HIGH SCHOOLS
1983/84 - 1984/85 Comparison



— 1983-84
- - - 1984-85

*Totals do not include data for Sandalwood Jr-Sr High School.
Sandalwood had a combined Jr-Sr total of 134 incidents in 1983-84
and 371 incidents in 1984-85.

JACKSONVILLE FINAL EVALUATION SURVEY RESULTS FOR
SCHOOL CRIME AND STUDENT MISBEHAVIOR PROJECT

(percentages for the 41 of 45 forms returned)

I. How much value has each of the following project elements had for you:

	great value	some value	minimal value	NA	
1.	39	34	14	12	attending training workshops
2.	27	42	24	7	recording incidents in the computer system
3.	27	46	24	2	reviewing incident reporting printouts
4.	41	41	17	0	involving administrative teams in the project
5.	39	32	20	9	involving full school teams in the project
6.	37	34	22	7	developing a written "action plan"
7.	30	25	38	7	routinely separating crime from other misbehavior
8.	44	29	22	5	coordinating with other agencies
9.	22	39	39	0	holding in-school meetings during Bob Rubel's visits
10.	46	27	27	0	implementing new strategies to reduce "target offenses"
11.	12	45	38	5	referring to guides, manuals, and other materials from NASS

II. How much has your personal participation in this project contributed to the following?

	a lot	some	little or none	
12.	32	32	37	reducing crime at your school (theft, assault, drug use, etc.)
13.	29	37	34	reducing student misbehavior (class cuts, fights, disruption, etc.)
14.	15	46	39	apprehending offenders
15.	22	51	27	disciplining school rule violators
16.	12	32	56	prosecuting law breakers
17.	40	38	22	improving relations with other agencies
18.	20	51	29	creating a suitable learning environment
19.	22	44	34	adopting better crime and discipline policies
20.	29	37	34	improving how staff responds to crime and misbehavior

III. To what extent do you agree or disagree with the following statements for your school?

	Totally Agree		Neutral		Totally Disagree		
	1	2	3	4	5		
21.	51	17	17	10	5		Separating crime and discipline is critical for school safety.
22.	34	24	17	12	12		The incident reporting printouts have made me more aware of "hot spots" on campus.
23.	15	15	27	17	27		The incident reporting printouts have made me more aware of potential conflicts between student groups.
24.	24	24	10	14	27		The benefits from incident monitoring are worth the time needed to do it.
25.	15	32	15	22	17		Participating in the project has increased my awareness of how the criminal justice system handles lawbreakers.
26.	34	22	17	7	19		Relations with law enforcement are better now than they were two years ago.
27.	29	22	17	12	20		Relations with HRS are better now than they were two years ago.
28.	32	32	15	2	19		Overall, participation in the project has been worth the time and effort.

IV. Below are three statements presenting various options for the future. For each item, please circle the letter that best expresses your opinion.

29. Incident monitoring should be:

(a) continued as is (b) continued with modifications (c) discontinued.

10

68

22

30. Training for new administrators would be accomplished best:

(a) by project trainers (b) by district personnel (c) by reading the manuals.

55

38

8

31. Efforts to coordinate more closely with other agencies are:

(a) a high priority (b) needed, but not critical (c) unnecessary at this time.

73

27

0

2

		CLASS III -	CLASS III -	TOTAL VETERANS	
I	II	TOTAL	CLASS	III	TOTAL
0	3	3	MEN'S FEMALE	0	0
0	0	0	GROWN FEMALE	0	0
0	0	0	SF GROW FEMALE	0	0
0	0	0	GROW THE FEMALE	0	0
0	0	0	AS GROW FEMALE	0	0
0	0	0	TOTAL FEMALE	0	0

51. Number: _____ Date of Birth: _____ Country of Birth: _____ Current Address: _____

037552

DUVAL COUNTY PUBLIC SCHOOLS
STUDENT CONDUCT REPORT
COMPOSITE FORM
INCIDENT SUMMARY

REPORT PERIOD - 1985 YTD
REPORT DATE - 05/10/85
SCHOOL # AND NAME - 0197 SUNSHINE SENIOR HIGH

STUDENT NAME	NUMBER	DATE	SEX	ETH	GR	EXC	RET	ALT	VCD	DAY	TIME	PER	ZONE	ACT-CD
BAKER	01234567	04/15/85	M	1	11	00	N	Y	301	N	1030	3	-C	34
JOHNSON	12457800	12/15/84	F	2	10	13	Y	N	201	F	0915	2	C	22
	IRN 04121501	CCRN 7777777												
MARTIN	12121212	08/21/84	M	3	12	00	N	N	111	R	1034	3	A	15
	IRN 04002103	CCRN 55555555					UIT 12312345	UIT 32132121						
WEBSTER	30907654	04/16/85	F	1	10	00	N	Y	305	T	0900	2	B	34
	IRN 05041602	CCRN 99007766					VIC 07654321							

FOR SCHOOL 0197: CLASS I - 1 CLASS II - 1 CLASS III - 2 TOTAL VIOLATIONS

CLASS:	I	II	III	TOTAL	CLASS:	I	II	III	TOTAL						
WHITE MALE:	0	0	1	1	WHITE FEMALE:	0	0	1	1						
BLACK MALE:	0	0	0	0	BLACK FEMALE:	0	1	0	1						
SP. AMER. MALE:	1	0	0	1	SP. AMER. FEMALE:	0	0	0	0						
AMER. IND. MALE:	0	0	0	0	AMER. IND. FEMALE:	0	0	0	0						
AS. AMER. MALE:	0	0	0	0	AS. AMER. FEMALE:	0	0	0	0						
TOTAL MALE:	1	0	1	2	TOTAL FEMALE:	0	1	1	2						
ZONE:	A	B	C	D	E	PERIOD:	BEFORE	HR	1	2	3	4	5	6	AFTER
	1	1	2	0	0		0	0	0	2	2	0	0	0	0